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ABSTRACT

A program sought to: (1) identify and assess the needs of Wisconsin vocational personnel teaching within fields nontraditional for their sex; (2) conduct a workshop for nontraditional staff; and (3) develop and disseminate a database of resource persons and a handbook identifying those working in occupations nontraditional for their sex. The teachers were identified by instructional service directors of the state's 16 vocational, technical, and adult education colleges. These teachers were asked to complete a needs assessment questionnaire if they considered their teaching area to be nontraditional. Nineteen women and nine men responded. A seminar was held to address these areas as identified by the teachers: (1) functioning within an organization; (2) enhancing the nontraditional teachers' effectiveness; (3) dealing with bias and stereotyping; and (4) using networks and support groups. Workers in nontraditional occupations were identified by contacting graduates of vocational programs within the state, professional groups, and trade associations. The project identified 234 persons who agreed to have their names published in a directory. (Support materials in the document include letters to respondents, a seminar registration form, a seminar agenda, and seminar evaluation forms.) (CML)

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ED321079

Final Report

Project Number 30-101-150-159

Research Project Conducted for the

Wisconsin Board of Vocational, Technical and Adult Education

by the

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout
218 Applied Arts Building
Menomonie, WI 54751

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Building Linkages/Building Fairness

June, 1989

CE 055 194

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Project Number 30-101-150-159

BUILDING LINKAGES/BUILDING FAIRNESS

Lorayne Baldus, Assistant Researcher

Susan Foxwell, Project Director

Dr. Howard Lee and Dr. Orville Nelson, CVTAE Co-Directors

Center for Vocational, Technical and Adult Education

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Foreword

The Building Linkages/Building Fairness, sex equity project could not have been completed without the funding support of the Wisconsin Board of Vocational, Technical and Adult Education. Frances Johnson , Educational Equity Consultant, SBVTAE, provided excellent guidance and insights as we developed this project. The VTAE districts were very receptive to our requests for identification of instructors, graduates, and students in occupations nontraditional for their gender. To complete the surveys and wage earner identification forms takes valuable time. We wish to thank each of the contact persons who assisted in the identification process. It our hope that the information collected, the resulting resource directory and the training of instructors through a seminar will contribute to continued quality educational experiences in addressing gender fairness and the preparation of self-sufficient wage earners in occupations of their choice. Thank you all for your assistance.

Lorayne Baldus
Assistant Researcher

Susan Foxwell
Project Director

Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
218 Applied Arts Building
Menomonie, WI 54751

Building Linkages/Building Fairness

VTAE Sex Equity Project

Introduction

The purpose of this project was to promote gender fairness in the VTAE system through two major activities which respond to two priority need areas identified by the VTAE sex equity coordinator: 1) identification and training of nontraditional instructors, and 2) development and dissemination of a data base of nontraditional resource people.

The promotion of gender fairness in vocational education involves creating an environment that helps students free themselves of limiting sex role expectations and fosters preparation for future work and family roles. Educational experiences continue to build barriers for both males and females. Equal opportunities and fairness are lacking in our educational systems as it is difficult for teaching staff and their supervisors to be knowledgeable of the latest developments or even the general sources of information on equity. Teachers need resource people to serve as role models for students and to represent the changing labor market for men and women. Support networks need to be provided to better retain nontraditional staff members. Nontraditional staff have special needs including leadership training, building networks and support. The VTAE sex equity funding priorities reflect this commitment to a broad-based, comprehensive approach to equity.

Overall, the identified need to infuse and deliver equity assistance in existing networks was addressed through the two components of this project: 1) the nontraditional instructors' network and 2) the nontraditional resource people data base.

Project Objectives

1. Identify and assess needs of vocational personnel teaching within fields considered nontraditional for their gender.

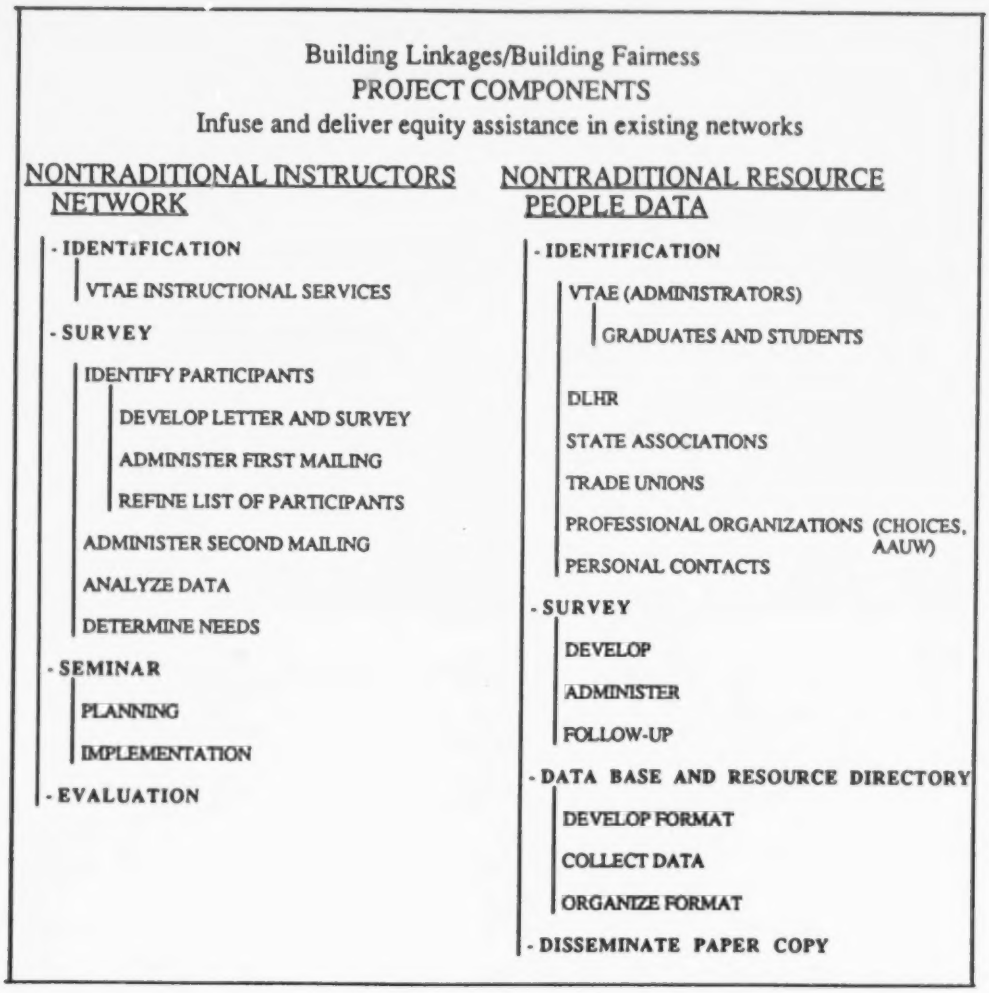
2. Conduct pre-WVA workshop for nontraditional staff.

3. Develop and disseminate a resource person data base and handbook identifying those in occupations nontraditional for their gender.

Plan of Operation

The project was divided into two major areas: 1) the identification and training of nontraditional VTAE instructors and 2) the identification of persons employed in nontraditional occupations and the development of a resource people data base. Both objectives were accomplished through the following procedures as depicted in the flow chart. (Figure 1)

Figure 1



Objective I. The identification and training of nontraditional VTAE instructors.

Instructional Services Directors of the sixteen Vocational, Technical and Adult Education Colleges were contacted by letter, November 20, 1988, informing them of the project objectives and asking them to identify instructors teaching in nontraditional occupations. (Appendix A) A form listing the names and addresses of instructors was enclosed. As a result of this letter, fifty-two instructors were identified.

A letter was sent to the instructors, January 12, 1989, asking them to respond to a needs assessment survey if they considered themselves to be in nontraditional occupations. (Appendix B) A total of twenty-eight instructors, nineteen women and nine men, responded to the survey.

On the basis of that survey, a one-day seminar was planned to address the needs as identified in the survey and are listed according to priority as follows: functioning within an organization, enhancing our own effectiveness, dealing with bias and stereotyping, and utilizing networks and support groups.

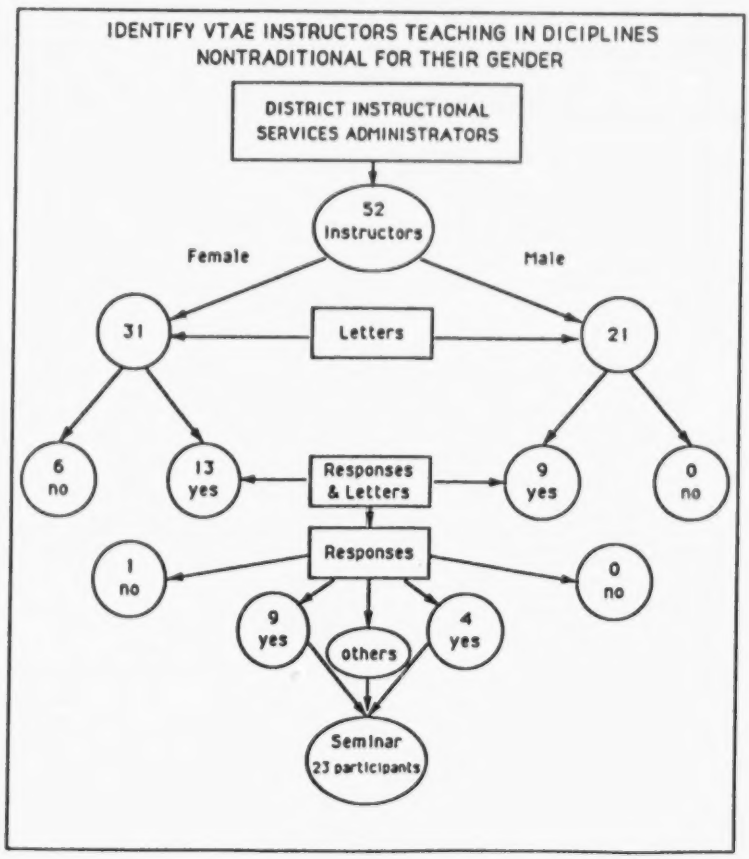
Objective II. Conduct Pre-WVA Workshop for Nontraditional Staff.

Dr. Jim Knight, Adjunct Professor of Agriculture, Ohio State University, was chosen to conduct the seminar, held as a pre-Wisconsin Vocational Association function, April 12, 1989, at the Embassy Suites Hotel, Green Bay, WI. Dr. Knight implemented conferences in Ohio for women teaching agriculture in Ohio which have grown to include women in trade and industry. In addition to the Ohio conferences, he has conducted workshops in 38 states making over 500 presentations on "Building a Positive School Climate," "Teaching Effectiveness," and "Sex Equity." His expertise and presentation skills made him an excellent choice for the initial seminar.

Letters were sent February 24, 1989, to the twenty-two respondents who indicated they might be able to attend the seminar in April (Appendix C). A preliminary agenda and a reservation form were enclosed. Twenty-three persons participated in the seminar, including VTAE instructional staff, SBVTAE, and CVTAE staff. The workshop was offered for credit through the University of Wisconsin-Stout. (Figure 2) The evaluations were very positive with all persons strongly agreeing or agreeing that all sessions were very helpful. All participants indicated they wanted another seminar and asked that a two-day conference be considered to address the issues of recruitment and retention of the nontraditional worker with additional assistance in networking skills. (Appendix D)

Follow-up letters were sent April 27, 1989, to the men and women participating in the seminar (Appendix E). Letters were also sent to Instructional Services Directors thanking them for their assistance in identifying nontraditional instructors and asking for further identification of part-time instructors who might be teaching in nontraditional occupations. (Appendix F)

Figure 2



Objective III The identification of persons employed in nontraditional occupations and the development of a resource people data base.

A survey of projects identifying persons in occupations nontraditional for their gender was initiated to determine the format used and the type of information requested. Through a cooperative effort with the Center for Vocational Studies, UW-Madison, initial information on nontraditional wage earners was jointly collected.

To identify persons, the first contact was through program directors, department chairpersons and deans of instructional programs in the Wisconsin Vocational, Technical and Adult Education System. One hundred ninety-three administrators were identified. Letters were sent to each administrator, December 21, 1988, asking them to list graduates or students within their departments who might be employed in nontraditional occupations. (Appendix G) Identification forms for listing of names and addresses were enclosed.

Ninety-five responses were received with twenty-two responding there were no students or graduates in their disciplines. The remaining 73 administrators identified 597 persons in nontraditional occupations. Of those totals, there were 131 males, (33 students) and 466 females (34 students). Because the Vocational Studies Center was surveying only women, a letter and survey post card were sent by CVTAE to all males employed in nontraditional occupations asking for their participation in the resource directory. The students were not included in the mailings as they were not currently employed, but addresses were retained for future contact. Ninety-eight letters were sent February 17, 1989. Eight were returned because of address changes, and twenty-one responded with two additional names for inclusion (Appendix H).

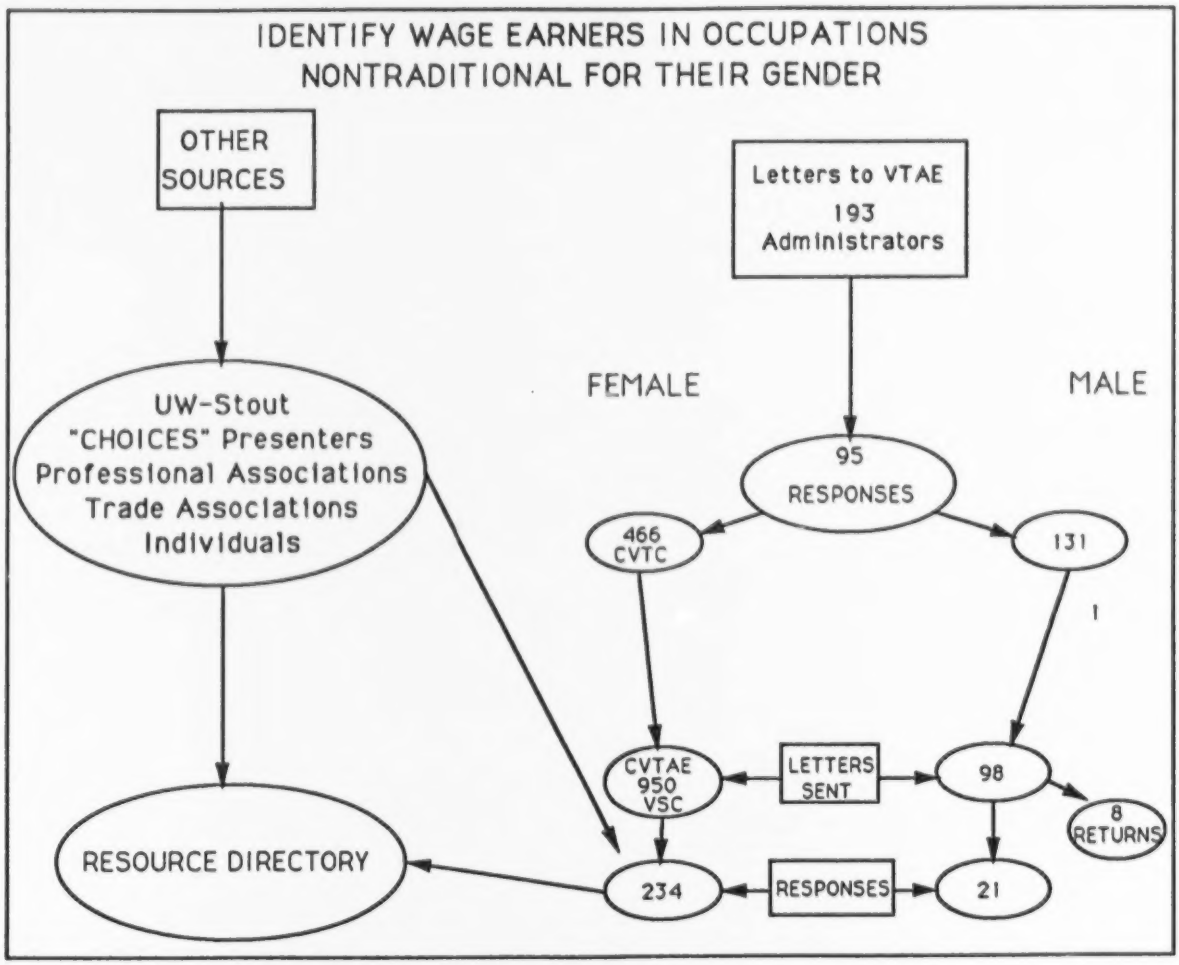
In addition to the VTAE colleges, professional groups, trade associations, and individuals were contacted to assist in identification. Privacy of information was a hindrance to the collection of names for mailings. Other sources have been CHOICES Workshop participants, Career Workshop participants, referrals from a variety of miscellaneous sources, as well as referrals from the persons completing the post cards.

The list of women was sent to the Vocational Studies Center in Madison for a cooperative mailing to identified nontraditional wage earners. Over 950 letters were sent by the Vocational Studies Center with two enclosures, Vocational Studies Center survey and a CVTAE self-addressed post card. (Appendix H) The purpose of the data collection was to collect information about experiences women may have had in nontraditional occupations and to obtain permission from respondents to publish their names in a resource directory for use by instructors in the Wisconsin Vocational, Technical and Adult Education System.

To date, 234 cards have been received from persons willing to serve as role models by having their names printed in a resource directory and data base. Additional resources are being identified with the potential of receiving many more participants for inclusion in the 1990 resource directory.

The names of persons who responded by post card were entered into a computer. A letter thanking them for their response, and a sample copy of the information to be published was sent to each person to enable them to verify that all information was correct. (Appendix I) Upon receipt of the verified information, the data was entered into a format for publishing. (Figure 3)

Figure 3



The resource directory and data base format is organized according to Wisconsin Vocational, Technical and Adult Education colleges and the VTAE occupational divisions. This categorization allows the user to easily find resource persons within their areas. Two resource directories were furnished to each VTAE college. Additional copies were furnished to the WSBVTAE, the Wisconsin CHOICES director, Center for Vocational Studies Center, UW-Madison, and 16 CESA Equity Cadre Chairpersons. Copies are available through the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 218 Applied Arts Building, Menomonie, WI 54751.

Summary

The project, promoting gender fairness in the VTAE System, was composed of two components: 1) identification and training of nontraditional instructors, and 2) development and dissemination of a data base of nontraditional resource people.

VTAE instructors, teaching in disciplines traditionally chosen by the opposite sex, were identified and invited to a seminar conducted by Dr. Jim Knight. The seminar addressed faculty needs as determined by respondents. Four workshops were offered; Functioning Within the Organization, Enhancing our Own Effectiveness, Dealing With Bias and Stereotyping, and Utilizing Network and Support Groups. The participants responded positively to the training seminar and indicated they were interested in additional sessions on networking, recruitment and retention of the nontraditional worker. Project objectives will be continued through sex equity funding in 1989-90.

People employed in nontraditional occupations were identified through various sources and through a cooperative venture with the Vocational Studies Center at UW-Madison. A directory of resource persons was compiled and disseminated to provide a source of speakers, advisors and role models. This directory will be expanded in a 1989-1990 VTAE project.

List of Figures and Appendices

Figures

I. Project Components

II. Identify VTAE Instructors Teaching in Discipline Nontraditional for Their Gender

III. Identify Wage Earners in Areas Nontraditional for Their Gender

Appendices

A. Instructional Services Director's Letter and Form

B. VTAE Instructor's Letter and Survey

C. VTAE Instructor's Seminar Letter, Agenda and Reservation Form

D. Seminar Evaluations

E. VTAE Instructor Letter

F. VTAE Instructional Services Director's Letter

G. VTAE Program Administrator's Letter and Form

H. Nontraditional Wage Earner Letter and Survey Post Card

I. Nontraditional Wage Earner Letter and Verification Form

Appendix A

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION

715-232-1382
November 22, 1988

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

(Instructional Services Name & Address - see attached list)

Dear (name):

Dr. Howard Lee, Co-Director of the Center for Vocational, Technical & Adult Education at UW-Stout, has informed you of a CVTAE research project identifying persons teaching in fields nontraditional for their gender. Nontraditional is defined as employment composed of a workforce consisting of 75 percent or more of one sex. The project, "Building Linkages/ Building Fairness," funded through the Wisconsin State Board of Vocational Technical Education has as its goal providing in-service for nontraditional VTAE instructors. Research has shown that people are more likely to choose and enter careers when they are provided with effective role models in the changing labor market. The purpose of obtaining names of persons employed in nontraditional roles is to provide them with leadership training, assist in planning quality educational experiences and to build networks to help retain nontraditional staff members.

To achieve this objective, we need your assistance in identifying staff within your VTAE district who are teaching in fields considered nontraditional for their gender. Enclosed is a form designed to identify nontraditional instructors. Understanding that VTAE districts vary in size and organization, we would appreciate your contacting the appropriate staff in your district. This might be a department head, program instructor, or a director of an outreach program using teachers from local industries. Please complete the attached form with names of persons within your district who are teaching in fields nontraditional for their gender, and send it to Lorayne Baldus, Assistant Researcher, CVTAE, 219 Applied Arts Building, UW-Stout, Menomonie, WI 54751 before December 10, 1988. A stamped, self-addressed envelope is enclosed for your convenience.

Upon receipt of this information, letters will be sent to those individuals with information regarding the objectives of the project and a request for their involvement in a survey to determine their needs. A leadership symposium planned for April 11, 1989, the day prior to the WVA convention in Green Bay, WI, will be based upon identified needs. The participants will receive information on effective leadership skills and the importance of visible role models in helping students break down occupational stereotypes.

Thank you very much for your cooperation in helping achieve the goals of this project.

Sincerely,

A. Lorayne Baldus, Assistant Researcher
Center for Vocational, Technical
and Adult Education

jrr

Enclosures

pc: Frances Johnson
James Urness

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Please return by December 10, 1988

Identification Form
Nontraditional Teachers in VTAE System

Directions: Please provide the following information identifying persons in your staff who are teaching in fields considered nontraditional for their gender. These may be full-time teachers or those employed on a part-time basis. A self-addressed, postage paid envelope is enclosed for your convenience.

(1) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(2) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(3) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(4) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(5) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(6) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(7) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

(8) Name: _____ Telephone Number: (___) ___-____
Address: _____ Teaching Field: _____
_____

_____ To my knowledge, there are no nontraditional teachers in this district.

Instructional Services District Administrator _____
VTAE District Name _____

Please send to: A. Lorayne Baldus, Assistant Researcher
Center for Vocational, Technical
and Adult Education
UW-Stout
219 Applied Arts Building
Menomonie, WI 54751

Appendix B

January 12, 1989

«line one»
«line two»
«line three»
«line four»

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Dear «name»;

The Center for Vocational, Technical & Adult Education at UW-Stout is conducting a research project identifying persons teaching in fields considered nontraditional for their gender. Nontraditional is defined as employment composed of a workforce consisting of 75% or more of one sex. The project, "Building Linkages/Building Fairness" funded through the Wisconsin State Board of Vocational Technical Education, has as its goal, providing in-service for nontraditional VTAE instructors in the areas of group processing skills, educational experiences and building quality networks. To achieve this objective, we have asked District Administrators to identify the appropriate staff within the VTAE district and your name was given as one that might be included in a survey. If you consider yourself to be in an occupation that is composed largely of persons of the opposite sex, we sould appreciate your responding to the enclosed survey.

A seminar is being planned for April 11, 1989, and will be held in conjuction with the WVA Conference scheduled for April 12-14 in Green Bay, WI. It will be a one day seminar with lodging the evening of April 10 to be paid by the CVTAE project funds. Breakfast will be furnished by the Embassy Suites, and a noon meal is a part of the seminar. Arrangements are being made to offer this as a one credit course for Continuing Education. Reservations for the seminar will be limited to sixteen persons, as the cost will be underwritten by the Center for Vocational Technical and Adult Education project funds. You are encouraged to make your reservations early.

Jim Knight, Adjunct Professor from Ohio State University, Columbus, Ohio, will conduct the conference. He is a nationally known speaker on issues pertaining to employment in nontraditional occupations. The enclosed form lists several options for inclusion in the day's activities. Research indicates that persons working in nontraditional occupations are often not active or visible within their occupations as they must cope with the negative imagery of their co-workers. The seminar will be designed to address this issue with activities for the development of group processing skills, techniques for developing effective role models, and strategies for functioning within the organization. Opportunities for discussion of common problems and concerns will also be provided.

A short interest inventory is enclosed so that you might indicate what areas would be of greatest help to you. We would appreciate your prompt return of this form as the information received will be incorporated into the seminar. A self-addressed, stamped envelope is enclosed for your convenience. If you have questions you may contact: Lorayne Baldus, Center for Vocational, Technical & Adult Education, 218 Applied Arts Building, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715) 232-1395.

Thank you very much for your cooperation.

Lorayne Baldus
Assistant Researcher
Building Linkages/Building Fairness

Enclosures

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Nontraditional Instructors in the Wisconsin VTAE System

Name: _____

Address: _____

Telephone: (Home)_____ (Work)_____

Occupation: _____

VTAE District: _____

I would be willing to participate in a workshop designed for persons employed in fields considered nontraditional for their gender. (Expenses for lodging and food will be paid.) ❑ YES ❑ NO

As a workshop participant, I would be interested in the following topics:
(Please rate the topics on a basis of 1-3; **1 - Interested, 2 - Somewhat interested, 3 - Not interested)**

_____ Influence of emerging technology on future jobs.

_____ Preparation for, adaptation to, and influence of change in the labor force.

_____ Identification and effects of sexism (including values clarification).

_____ Effective techniques for functioning in organizations.

_____ Self-confidence and self-image building/consciousness raising.

_____ Assertiveness training related to life work planning.

_____ Problem solving/decision making skills building as related to life work planning.

_____ Use of role models to break down occupational stereotypes.

_____ Establishing support groups.

_____ Group processing skills (role of facilitator, promoting discussions, group dynamics, and listening skills.

As a person teaching in a nontraditional role, I have the following concerns and needs:

_____

_____

Please return by February 1, 1989 to:

A. Lorayne Baldus
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
218 Applied Arts Building
Menomonie, WI 54751

Appendix C

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION
715-232-1382

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

February 24, 1989

(See attached list)

Dear «name»: **Please respond by March 10, 1989**

We invite you to participate in a seminar for instructors of disciplines nontraditional for their gender, April 12, 1989 in Green Bay, Wisconsin. Thank you for returning the Survey of Interest form.

The purpose of this conference is to develop strategies for functioning within the organization as persons who are nontraditional for their gender within their occupations. There is a need for a greater understanding and appreciation of both women's and men's experiences, needs, perspectives, values and furtures in the rapidly changing world of work. Dr. Jim Knight of Ohio State University is the presenter and has worked in the area of gender equity and nontraditional training for a number of years.

One credit (either graduate or undergraduate) will be offered with tuition waived. A small UW-System institutional fee (graduate $9.82, undergraduate $12.54) will be the only charge. Registration for credit will occur at the workshop.

The workshop will begin at 8:30 a.m. on Wednesday, April 12, 1989, and conclude at 4:00 p.m. A detailed agenda will be sent to registered participants prior to the workshop.

A workshop grant will cover Wednesday's lunch and breaks. It will also cover $41.00 of the lodging the night of April 11, with buffet breakfast provided as part of the lodging. Convention room rates at the Embassy Suites Hotel are $55.00 for a single person and $65 for a double rate. Additional costs for the single room, travel expenses and other meals are the responsibility of you or the district you represent.

Please complete the enclosed registration form and return it in the envelope provided by **March 10, 1989**. We look forward to your involvement in this seminar. If you have questions, please contact me at (715) 232-1395.

Sincerely,

A. Lorayne Baldus, Assistant Researcher
Building Linkages/Building Fairness Project
Center for Vocational, Technical
and Adult Education
UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

jrr

Enclosure

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Seminar For

VTAE Instructors Teaching in Disciplines Nontraditional for Their Gender

April 12, 1989

Embassy Suites

Green Bay, Wisconsin

Reservation Form

Name _____ Title _____

Address _____ Phone (_____) _____ - _____

_____

Lodging Requirements:

_____ I will be attending the seminar on Wednesday, April 12, 1989. Lodging costs, up to $41.00, will be reimbursed for the evening of April 11. A noon luncheon and snack breaks will be provided as a part of the seminar. Travel expenses and other meals will not be reimbursed by CVTAE project funds.

_____ Please reserve a room for me on Tuesday night - April 11, 1989.

_____ I would prefer a single room ($55 single rate is $14.00 above state reimbursement of $41.00; therefore, the $14.00 additional cost will be your expense).

_____ Please reserve a double room. I would prefer to room with _____

_____ I would be willing to share a room with another workshop participant

Smoker _____ Non-Smoker _____

_____ I am within driving distance and will not need lodging.

Please return by **March 10, 1989** to:

A. Lorayne Baldus, Assistant Researcher
Building Linkages/Building Fairness
Center for Vocational, Technical and Adult Education
UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

BUILDING LINKAGES/BUILDING FAIRNESS

Strategies for Functioning Within The Organization

Seminar for VTAE Instructors Teaching in Nontraditional Occupations

Embassy Suites Hotel

Green Bay, Wisconsin

Wednesday, April 12, 1989

9:00 a.m. - 4:00 p.m.

7:00 - 8:30	Continental Breakfast Embassy Suites Atrium
8:30 - 9:00	Registration Ballroom C4
9:00 -10:30	**"Functioning Within An Organization"** Ballroom C4
10:30 -10:45	Snack Break Ballroom C4
10:45 -12:00	**"Enhancing Our Own Effectiveness"** Ballroom C4
12:00 - 1:00	Lunch with discussion Ballroom D4
1:00 - 2:15	**"Dealing With Bias And Stereotyping"** Ballroom C4
2:15 - 2:30	Snack Break Ballroom C4
2:30 - 3:45	**"Utilizing Networks And Support Groups"** Ballroom C4
3:45 - 4:00	Conclusion and Wrap-Up Ballroom C4

Appendix D

Building Linkages/Building Fairness

Seminar for VTAE Instructors Teaching in Nontraditional Occupations

Please circle the response that most nearly corresponds with your assessment. Use the comments space to explain or amplify your response. Note: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; NO = No Opinion.

1. The session, **"Functioning Within An Organization,"** was helpful to me..... SA A D SD NO

   The two most important ideas I got from this presentation are: 92.5% 7.5%

   (A.) _____

   (B.) _____

   Comments: _____

   _____

2. The session, **"Enhancing Our Own Effectiveness,"** was helpful to me..... SA A D SD NO

   The two most important ideas I got from this presentation are: 77.5% 22.5%

   (A.) _____

   (B.) _____

   Comments: _____

   _____

3. The session, **"Dealing With Bias And Stereotyping,"** was helpful to me..... SA A D SD NO

   The two most important ideas I got from this presentation are: 85% 15%

   (A.) _____

   (B.) _____

   Comments: _____

   _____

4. The session, **"Utilizing Networks And Support Groups,"** was helpful to me..... SA A D SD NO

   The two most important ideas I got from this presentation are: 69.6% 30.4%

   (A.) _____

   (B.) _____

   Comments: _____

   _____

The most important ideas from, "**Functioning Within An Organization,**" are:

- Self Esteem
- Self Fulfilling Prophecy (2)
- Self Esteem
- Self Esteem, Positive, Empathize
- Coaches should teach more, teachers should coach more
- Getting to know people personally
- Deal with needed changes in others
- Very practical. Helped to see the bigger picture.
- Make others feel important
- Get to know others
- Excellent review of educational principles as well as mental health concepts
- Made others feel important
- Good speaker - held interest.
- To be fair to each and every student
- To be more aware of my nonverbal cues
- Smile more and laugh more
- Importance of prophecy - it is self fulfilling
- Seven tips to make our function effectively
- Examples used to make point - mother of 8 and how this relates to these 7 tips
- Reconfirmed my ideas
- The importance of self fulfilling prophecy
- Seven ideas for functioning within the organization
- Extremely helpful.
- To know and understand your organization
- Confirms some of my own beliefs
- I loved this talk. We have worked for years trying to get VTAE administrators to see the connection between self esteem and achievement. So far, we haven't convinced them.

The most important ideas from, "**Enhancing Our Own Effectiveness,**" are:

- Clarity
- Task Orientation
- Planning
- Variability
- Variety
- Positive reinforcement and negative criticism
- Questioning also very helpful

- Many areas I have already developed, but need working in some of the other areas.
- Realizing my effectiveness directly relates to students' learning capabilities.
- Excellent.
- Task Orientation
- Planning Importance
- Useful education - teaching concepts
- Enthusiastic presentation
- How important a lesson plan is for successful teaching
- How to direct praise and reinforcement to each student
- Enthusiasm results when you know the material
- Use positive reinforcement not criticism
- Ten Tips
- How important plan should be and is in effective training
- All good, but I think I knew this
- As we plan our enthusiasm rises
- The steps to effectiveness
- The lists with specific examples are good - easy to follow - and use in the future.
- Variables for effective teaching
- The relationship between the first five points
- The discussion on structuring
- Very good, useful techniques.

The most important ideas from , "**Dealing With Bias And Stereotyping,**" are:

- Introspection
- Equity is a people issue (2)
- Work has no gender or race
- "Our bias is our first line of defense"
- Equity is a people issue
- I am part of the problem because of the biases I have.
- I am going about change in a constructive manner.
- I now know how to better react to biases and maybe how to deal with this.
- Biases are a people issue
- Role modeling can reverse
- Be more aware of what I say and do
- Make sure I work to open doors and provide choices for others.
- Only 38% of US jobs will support a family of four.

- Sex equity means expanding options
- We are all prejudiced. What is important is to be aware of it and deal with it.
- The idea of the rain forest
- Work has no gender or race
- I could listen to this longer.
- Work to change stereotyping and bias
- The notion that the things I know to be true are valid and not oddball notions
- Lots of good reminders

The most important ideas from , "**Utilizing Networks And Support Groups**," are:

- The importance of networks
- Why they are used
- Importance of visibility
- Importance of reciprocity
- The reasons for support groups
- You need to work together
- You can get further when you network and develop support groups.
- Networking with other Wisconsin educators
- Be a team player
- Expand horizons
- Networking is a skill for successful job change
- Emotional support groups are most powerful, and they work because they have been there.
- Reminds me of "Games" mother never taught you
- The importance of working together
- Work with those who are willing to change - don't go to war
- Supports groups interacting
- Didn't realize as much research had been done on networks.

5. Which topic was most useful to you?
   - Enhancing our own effectiveness.
   - Dealing with bias and stereotyping. (2)
   - First and second sessions were most useful. It dealt with me personally.
   - Functioning within an organization. (2)
   - All. (2)
   - All of them, but most on the networks.

- All of them - as our presenter stated - all his points were related and should be used together.
- Networking.
- They all were useful.
- Networking. Wish we would have time to play the game.

6. I would like additional information on
   - How to use networking and bring more information into the high school and get involved directly with it.
   - Recruiting women into a nontraditional area.
   - Any and/or all the information. Maybe something on fairness.
   - Each of the topics presented. Bibliography and handouts would have been appreciated.
   - Trends in Wisconsin and how they compare to other states.
   - Functioning within an organization.
   - Jim Knight's connection with Dr. Dobson's philosophy.
   - Support groups; what can I do to help minimize stereotyping.
   - More on all - it would be good to see more people in nontraditional careers.
   - Recruiting, strategies and retention.
   - Recruiting of people into nontraditional careers.
7. One topic I wish would have been presented today is
   - Self support techniques.
   - Recruiting.
   - More information on recruitment and retention.
   - Self empowerment - would like to see it as a two day with more interaction.
   - What was presented was fine.
   - Recruiting others to get into nontraditional.
8. The things I liked best about the seminar were
   - Excellent speaker. Interesting topics that are immediately useful in personal and professional life.
   - Everything.
   - It made me feel really positive about what I do.
   - James Knight
   - Knowledgeable speaker.
   - Everything super!
   - Selection of a presenter who is sincere, truly believes in his topic.
   - Excellent teaching techniques used by Jim Knight.

- The dynamic, enthusiastic instructor: organized, effective presentation; presentation of tips I can use and incorporate.
- Meeting other people in similar positions.
- Style of Jim Knight - information, personality, knowledge, use of statistics.
- All the interacting with the participants.
- Good, comfortable accommodations, great presenter.

9. The things I liked least about the seminar were
   - Not enough time.
   - The time was to short.
   - Too short of time. Jim could have had two days of workshops.
   - Wish it were longer - 1 1/2 to 2 days.
   - Too short - this could have easily been one topic in morning and one in the afternoon for two days - with extensive interaction.
   - Too short - two days would be excellent.
   - Jim's content was superb, but he talked too fast. It felt like an evangelist meeting and I had to overcome my prejudice against evangelists!
   - Organization, topics.
   - Not enough time and bathrooms too far away.
10. I am interested in continuing conferences 14 yes 0 no
11. Suggestions for future workshops
   - Make it longer (two days) so topics can be expended.
   - Continue awareness and knowledge of this area. More exposure.
   - More of the same.
   - More of the same - Thanks.
   - More of the same in more details and recruitment information.
   - Similar workshops for traditional instructors, counselors and administrators.
   - I liked the idea of having more time to get to know people.
   - Lolly and Sue, you did a super job. Keep it up. Perhaps the people here today know more nontraditional. It would be neat to see these people plus more at a similar conference next year.
   - Recruiting, placement. Strategies for programs.
   - Recruitment/retention of students in nontraditional programs.

Appendix E

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION
715-232-1382

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

April 27, 1989

(see attached list)

Dear «name»:

Thank you for attending the seminar for VTAE instructors of disciplines nontraditional for their gender. It was a pleasure to meet you and to share in the enthusiasm generated by all who were there. Dr. Jim Knight was an excellent presenter and gave us much to think about.

According to the results of the evaluation sheets completed by participants, everyone thought the day was very worthwhile and indicated they would be interested in further professional development activities. We hope that we will be able to arrange further workshops next year that will be convenient for you. The group also indicated that they would have liked a two-day conference and that recruitment and retention is an area of interest. As we make plans, we will again ask for your suggestions.

Enclosed is a list of participants. If there are other instructors who should be included in receiving information, we would appreciate receiving their names and addresses.

Another part of our project is the development of a state-wide directory and data base of names of persons employed in nontraditional occupations. We are currently looking for individuals to be listed in the directory and who would be willing to serve as a resource person to teachers of students considering a nontraditional career. I have enclosed letters and cards that might be given to people you know. You will also find a sheet for names and addresses that could be completed and sent to me so that I might contact persons listed, asking for their assistance. I appreciate your help in locating additional people as the use of role models is one of the methods used for recruiting and retention of persons entering careers nontraditional for their gender.

Sue Foxwell and I enjoyed meeting you and look forward to working with you in the future.

Sincerely,

A. Lorayne Baldus, Assistant Researcher
Building Fairness/Building Linkages Project
Center for Vocational, Technical
and Adult Education
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

jrr

Enclosures

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Appendix F

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION
715-232-1382

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

April 27, 1989

(see attached list)

Dear «name»:

We have just completed a very successful seminar for VTAE instructors teaching in disciplines nontraditional for their gender. Thank you very much for helping identify the participants. Dr. Jim Knight of Ohio State University was the presenter and was well received by the participants. All who were there wished that it had been a two-day seminar and responded they are interested in further professional activities.

Because of the very positive response, we are hoping to provide other activities and would like to expand it to include those who could not attend the Green Bay seminar, as well as part-time instructors who are teaching in fields nontraditional for their gender. If you have personnel who should be included in our informational mailings, please send me their names. A list of names of persons who participated and those who responded positively, but could not attend, are included for your information.

Again, thank you for your assistance in locating those persons who participated and making it possible for them to attend the seminar.

Sincerely,

A. Lorayne Baldus, Assistant Researcher
Building Fairness/Building Linkages Project
Center for Vocational, Technical
and Adult Education
UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

jrr

Enclosure

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Appendix G

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION
715-232-1382

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

December 21, 1988

«line 1»
«line 2»
«line 3»
«line 4»
«line 5»

IDENTIFYING THE NONTRADITIONAL WAGE EARNER

The Center for Vocational Technical Adult Education at UW-Stout, funded by Wisconsin Board of VTAE, is conducting a research project to develop and disseminate a data base of nontraditional resource people to serve the VTAE system. Nontraditional careers are defined as those which were not selected by one sex or the other in the past. For example, a nontraditional career for a woman would be an electrician or mechanic. A nontraditional career for a man would be a nurse or secretary. A career or job is considered nontraditional if 75 percent or more of one sex is employed in that occupational area.

Through this project, people working in nontraditional jobs will be contacted with the purpose of utilyzing their expertise in serving as role models for students. Research has shown that people are more likely to choose and enter careers when they are provided with effective role models in the changing labor market. The purpose of obtaining names of persons employed in nontraditional roles is to assist schools in planning quality educational experiences that will create an environment that helps students free themselves of limiting sex role expectations and fosters preparation for future work and family roles.

Because it is difficult for teaching staff to be knowledgeable of the latest developments in the workforce, they need resource people to serve as role models for students and to represent the changing labor market for men and women. It is for this reason that we are asking for your assistance in identifying nontraditional wage earners in Wisconsin. Once identified, people working in nontraditional or higher wage jobs will be contacted and given information regarding the objectives of the project with a request for their involvement in a survey.

This letter is to request your assistance in contacting graduates who were enrolled in programs considered nontraditional for their gender or lthose currently enrolled in such a program. A sample of the programs with nontraditional enrollments taken from the "Status Report on Nontraditional Program Enrollments in the Wisconsin VTAE System, 1986-87" is enclosed for your information.

If you know persons who have graduated from your college or who are currently enrolled as students in programs considered nontraditional for their gender, we would very much appreciate receiving that information in order to begin making the initial contacts. A list of names of persons who have been contacted within your VTAE system, an identification form and a stamped, self-addressed envelope is enclosed for your convenience. Please send the information back by January 16, 1989.

Thank you very much for your cooperation!

A. Lorayne Baldus, Assistant Researcher
Center for Vocational, Technical
and Adult Education
UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

jrr

Enclosure

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Please return by January, 16 1989

Identification Form
Wage earners employed in fields Nontraditional for their Gender

Directions: Please provide the following information identifying persons who may be employed in fields considered nontraditional for their gender. A self-addressed, postage paid envelope is enclosed for your convenience.

(1) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(2) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(3) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(4) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(5) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(6) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(7) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

(8) Name: _____ Telephone Number: (___) ___-____
Address: _____ Occupation: _____
_____

☐ There are no recent graduates or students currently enrolled in my area that would be considered nontraditional for their gender.

Name _____

VTAE District Name _____

Please send to:
A. Lorayne Baldus, Assistant Researcher
Center for Vocational, Technical
and Adult Education
UW-Stout
219 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

Appendix H

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION
715-232-1382

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

The Center for Vocational, Technical and Adult Education (CVTAE), UW-Stout, and the Vocational Studies Center, UW-Madison, have been cooperating in sending surveys to identify persons employed in occupations nontraditional for their gender. Your name has been given to us as a person who may be employed in such an occupation . Nontraditional careers are defined as those which were not selected by one sex or the other in the past. For example, a nontraditional career for a woman would be an electrician or mechanic and for a man it would be a nurse or secretary. Careers are considered nontraditional if 75 percent or more of one sex is employed in that occupational area.

The purpose of the CVTAE project, funded by the Wisconsin Board of Vocational, Technical and Adult Education, is to develop a directory and data base of names of persons employed in nontraditional occupations. This information will be made available to the VTAE district colleges and possibly to the secondary school systems. People who agree to have their names published may be contacted by teachers within the schools to help students in a variety of ways. An enclosed survey form lists different types of activities that would be helpful to persons considering a nontraditional career.

Research has shown that people are more likely to choose and enter careers when they are provided with effective role models in the changing labor market. Because it is difficult for teaching staff to be knowledgeable of the latest developments in the workforce, they need resource people to serve as role models for students and to represent the changing labor market for men and women. It is for this reason that we are asking for your help. If you are currently employed in an occupation nontraditional for your gender, we would appreciate your willingness to serve in this capacity by completing the attached form and returning it to us. Your name would then be published in a directory for school systems along with the activities agreed upon with the result that you may be contacted by a school system within your area to utilize your expertise.

Thank you for your time in responding to this request. Please return the enclosed form as soon as possible.

Sincerely,

A. Lorayne Baldus

A. Lorayne Baldus, Assistant Researcher
Building Fairness/Building Linkages Project
Center for Vocational, Technical
and Adult Education
UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

jrr

Enclosure

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

NONTRADITIONAL OCCUPATION INFORMATION

Name: _____

Address: _____
street city state zip

Occupation: _____ Number of years of experience: _____

Telephone: (Home) (____) _____ (Work) (____) _____

Name of Technical College (if known): _____

I would be willing to:
- ___ Speak to groups of students
- ___ Talk with individual students
- ___ Meet with teacher/counselor
- ___ Conduct on-site visitation by student
- ___ Provide resource materials
- ___ Serve on an Advisory Committee
- ___ Serve as mentor to student
- ___ Telephone conference

If you would be willing to have your name listed in a resource directory made available to schools within your area, please sign below.

Signature _____

I would like to submit the following names for inclusion in the survey:

Name: _____ Name: _____

Address: _____ Address: _____

_____ _____

Occupation: _____ Occupation: _____

Telephone: (____) _____ Telephone: (____) _____

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 92 MENOMONIE, WISCONSIN

POSTAGE WILL BE PAID BY ADDRESSEE

UNIVERSITY OF WISCONSIN STOUT

MENOMONIE, WISCONSIN 54751

The Vocational Studies Center
University of Wisconsin-Madison

964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-3696

February 10, 1989

Dear Women Working in Wisconsin,

We would like to ask you about your experiences as a woman working in a job that pays higher wages or has traditionally been considered a "**male occupation**." (For our purposes, jobs in which 75% or more of the workers are male will be referred to as "**nontraditional**" jobs for women.) There is a great need for people, such as you, who have entered a nontraditional or a higher wage job, to share your experiences with students who are making career choices.

You can help to encourage young women to consider nontraditional or higher wage jobs by filling out the enclosed survey. It will take about 20 minutes to complete the survey and you may be assured that your responses will be confidential. A self-addressed stamped envelope is included. We hope it is interesting to think about the decisions you have made throughout your life that resulted in your working in a nontraditional job.

The blue **nontraditional occupation information** postcard will be used to develop a directory of women in nontraditional occupations in Wisconsin. The form includes several activities in which you might choose to participate. The blue postcard is pre-addressed so all you have to do is fill it out and drop it in the mail.

By completing the two enclosed forms you will help us to give encouragement to others considering a nontraditional career. We would appreciate your completing the enclosed forms and returning them by ***MARCH 31, 1989***.

Thank you very much for your help with these two projects.

Sincerely,

Marge Tully
Marge Tully
UW-Madison

Lorayne Baldus
Lorayne Baldus
UW-Stout

Appendix I

CVTAE
CENTER FOR VOCATIONAL TECHNICAL AND ADULT EDUCATION
715-232-1382

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

June 16, 1989

PERSONS EMPLOYED IN NONTRADITIONAL OCCUPATIONS

Thank you for signing and returning the card seeking assistance from persons in occupations nontraditional for their gender.

As you know, this information is to be published in a resource directory which will be made available to the Wisconsin Vocational Technical Adult Education Colleges. It will also be made available, upon request, to Cooperative Educational Services Agencies and the public schools they serve. The purpose is to develop a directory of persons who would be willing to serve as resources in making career decisions.

We have reprinted the information we received from you. Please check to make sure that all information is complete and correct. If you would like to make additional comments regarding the nature of your work or information regarding availability, please make those notations and return them by June 23, 1989, as we will be printing the directory this month. A self-addressed, postage free envelope is included for your use. If the information is correct and nothing needs to be added, you do not have to reply.

We appreciate your willingness to share your expertise with students who are considering careers. We look forward to vocational colleges and public schools using the persons listed in the directory as additional resources for students in their career explorations. Again, thank you for your participation.

Sincerely,

A. Lorayne Baldus, Assistant Researcher
Building Linkages/Building Fairness Project
Center for Vocational, Technical
and Adult Education
UW-Stout
218 Applied Arts Building
Menomonie, WI 54751
(715) 232-1395

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Enclosures

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